# Early Learning Standards

## for the

# Woodworking Center

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# Woodworking Center

**Early Learning Content Areas that apply to using The Adventurous Child Woodworking Center:**

- English/Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education and Health
- Visual Arts

## This is what the children are learning when they use the Woodworking Center:

English/Language Arts

**Reading: Word Recognition, Fluency, and Vocabulary Development – Phonological Awareness**

- Generate sounds from letters.

**Reading: Word Recognition, Fluency, and Vocabulary Development – Vocabulary and Concept Development**

- Pretend to do something or be someone.
- Use new vocabulary learned from experiences.

**Reading: Literary Response and Analysis – Emergent Literacy with Appropriate Books and Stories**

- Recognize print in media other than a book.

**Listening and Speaking: Listening and Speaking Skills, Strategies, and Applications - Comprehension**

- Follow one-step spoken directions without prompts.
- Follow two-step spoken directions with prompts.
- Use trial and error to solve a simple problem.

Mathematics

**Number Sense: Number Relationships**

- Count a number of objects up to three.
- Count each object only once.
- Identify first and last.
- Use whole numbers up to five to describe objects and experiences.
- Identify when objects are the same number, even if arrangement has changed.
- Give “all” objects when asked.
- Identify the concept of “less.”
- Give “some” and give “the rest” when asked.
- Identify the concept of none.
- Name groups of objects.

**Computation: Counting, Sorting, Classifying, and Comparing Objects**

- Identify and use the concepts of “one more” and “one less.”
- Make a collection of items smaller by taking away items when asked.
- Make a collection of items larger by adding items when asked.
- Describe addition situations for numbers less than three.
- Make guesses related to quantity.
- Describe subtraction situations for numbers less than three.

- Describe addition situations for numbers less than five.
- Describe subtraction situations for numbers less than five.

**Algebra and Functions: Finding Patterns and Relationships**

- Follow along and imitate patterns of sounds and movements.
- Reproduce patterns of sound and movement.
- Reproduce simple AB patterns of concrete objects.
- Predict what comes next when shown a simple AB pattern of concrete objects.
- Identify attributes of objects.

**Geometry: Recognizing Common Geometric Shapes and Using Directional Words**

- Sort by one attribute (e.g., size, shape, color).
- Use “in” and “out” to indicate where things are in space.
- Use “on” and “off” to indicate where things are in space.
- Use the words “here” or “there” to indicate where things are in space.
- Follow instructions to place an object “here” or “there.”
- Follow instructions to place an object “beside” or “next to” something.
- Follow instructions to place an object “between” two things.
- Put objects into groups by attributes.

**Measurement: Time and Measurement Relationships**

- Order three objects by size.
- Use common measuring tools in correct context.
- Sort objects into long and short.
- Identify similarities and differences in objects.

**Problem Solving: Ability to Reason, Predict, and Problem Solve Through Exploration**

- Make simple cause/effect predictions.
- Use a tool in a new way.
- Use a secondary strategy when the first one fails.
- Use trial and error to solve problems.
- Identify parts on an object.
- Imitate the use of an adult tool in play.
- See a simple task through to completion.

Science

**The Nature of Science and Technology – Scientific Inquiry and Process**

- Observe and describe properties of objects.
- Use the five senses (touching, smelling, seeing, hearing, tasting) to investigate the environment and to gather information.

**Scientific Thinking – Computation and Estimation**

- Manipulate a variety of objects and tell about what is observed (e.g., more than, less than, equal to/same).
- Classify objects by different attributes (characteristics).
- Use familiar materials to measure things (e.g., popsicle sticks, unifix cubes, paper clips, crayons, hand).

**Scientific Thinking – Shapes and Symbolic Relationships**

- Talk about the fact that everything has a shape.
- Observe shapes and look for objects that are the same shape.

**Environments – The Physical Setting**

- Participate in activities using materials with a variety of properties (e.g., color, shape, size, name, type of material).
- Investigate and talk about the characteristics of matter (e.g., liquids and solids, smooth and rough, bend-not bend).

**Communication – Sharing Observations and Discoveries**

- Identify attributes or characteristics for comparison (e.g., color, size, gender, shape).
- Classify objects by an attribute (characteristic) and share their thinking with another.

Social Studies

**Civics and Government – Foundations and Functions of Government and Its Citizens**

- Follow simple directions.
- Start sharing some objects with others.

**Geography – Places and Regions**

- Use words hard/soft, rough/smooth, and water/land when describing surfaces.

**Geography – Environment and Safety**

- Help clean up after doing an activity.

**Economics – Economics**

- Role play different types of occupations.

**Individuals, Society, and Culture – Cultural Diversity**

- Use interpersonal skills of sharing and taking turns in interactions with others.

Physical Education and Health

**Gross/Fine Motor and Sensory Development: Locomotor and Non-locomotor skills**

- Manipulate objects by throwing, catching large balls with two hands, striking, swinging, and pulling at a basic level.

**Application of Movement Concepts and Principles to the Learning and Development of Motor Skills**

- Identify and use a variety of spatial relationships with objects (e.g., the child will move self and/or object over, under, beside, and through as directed by an adult).

**Enjoyment of Motor and Sensory Experiences: Exhibiting Self-Confidence**

- Participate in a variety of gross/fine motor and sensory activities.
- Attempt novel gross/fine motor and sensory activities.
- Demonstrate a determination to develop skills through repetitive practice.

Visual Arts

**Creating Art: Process and Product - Expresses Personal Interests, Ideas, and Feelings Through Art**

- Use art media to channel frustration and anger in a socially acceptable way (e.g., punching and pounding clay).

**Creating Art: Process and Product- Uses Symbols, Elements Such as Shape, Line, Color, and Texture and Principles Such as Repetition in Art Experiences**

- Use different colors, surface textures, and shapes to create form and meaning.
- Enjoy repetition of materials and activities to further explore, manipulate, and exercise the imagination.